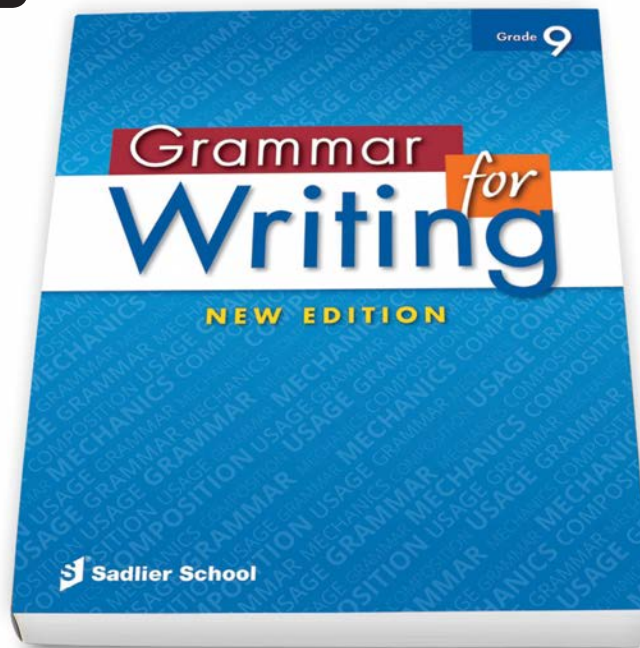


Grammar for Writing

New Edition

Correlation to Georgia's Standards for English Language Arts

Grade 9



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Five Ways to Use *Grammar for Writing*

Flexible and versatile, *Grammar for Writing* can facilitate a variety of instructional purposes. The program may be used as the core vehicle for delivering language and instruction, or it may be used as a supplement to meet specific curricular goals and students' needs.

Grammar for Writing offers the following key features and support:

- 1. As a Complete Course**
 - Comprehensive coverage of language and writing conventions
 - Research-based instructional approaches
 - Thorough explanations and abundant examples
 - Instruction, practice, assessment, and reteaching
 - Full array of components
- 2. As a Reference Tool**
 - Easy two-part organization of chapters and lessons
 - Complete index of grammar and writing concepts
 - List of Commonly Confused Words
 - Online reference tools
- 3. As a for Guide for Independent and/or Small Group Learning**
 - Clarification of lesson topics
 - Explanatory charts and graphic organizers
 - Annotated Professional Models and Student Writing Models
 - Activities for Working Together
 - Strategic hints, tips, and reminders
- 4. As a Source of Review and Practice**
 - Engaging and effective exercises for every lesson
 - Meaningful student-centered practice and activities
 - Writing Workshops, including writing to sources
 - Chapter Review activities
 - Revising and Editing Worksheets
 - Editing and Proofreading Worksheets
 - Cumulative Review activities
- 5. As a Tool for Test Preparations**
 - Standardized-test practice section
 - Tests in standardized-test formats
 - Practice Test in every Chapter Review
 - Additional assessment online and in Test Booklet
 - Test-taking tips

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

9.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 9

9.L.GC.1.54 Mechanics: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Master)

Grade 5 (Introduce) / Grade 6 (Continue) / Grade 7 (Continue) / Grade 8 (Continue) / Grade 9 (Master)

continued

STUDENT EDITION

Chapter 4 Writing Workshops

- Lesson 4.5 Expository Writing: Research Paper—SE pp. 74–82

Sample Instruction

Writing Strategies

8. Give Credit.
 - The student uses **parenthetical documentation** at the point of citing each source. (SE p. 80)

Chapter 13 Punctuation: End Marks and Commas

- Lesson 13.1 End Marks and Abbreviations—SE pp. 223–224
- Lesson 13.2 Commas in a Series—SE pp. 225–226
- Lesson 13.3 Compound Sentences and Phrases—SE pp. 227–228
- Lesson 13.4 Sentence Interrupters and Nonessential Elements—SE pp. 229–230
- Lesson 13.5 Other Comma Uses—SE pp. 231–232

Chapter 14 Punctuation: All the Other Marks

- Lesson 14.1 Colons—SE pp. 241–242
- Lesson 14.2 Semicolons—SE pp. 243–244
- Lesson 14.3 Underlining (Italics)—SE pp. 245–246
- Lesson 14.4 Quotation Marks—SE pp. 247–248
- Lesson 14.5 Punctuating Dialogue—SE pp. 249–250
- Lesson 14.6 Apostrophes—SE pp. 251–252

Chapter 15 Capitalization

- Lesson 15.1 Proper Nouns and Proper Adjectives—SE pp. 259–260
- Lesson 15.2 Titles—SE pp. 261–262
- Lesson 15.3 First Words, Organizations, Religions, School Subjects—SE pp. 263–264
- Lesson 15.4 I and O; Historical Events, Documents, and Periods; Calendar Items; Brand Names—SE pp. 265–266

DIGITAL RESOURCES*

Chapter 13

Student Practice

- Lesson 9.13.1 End Marks and Abbreviations
- Lesson 9.13.2 Commas in a Series
- Lesson 9.13.3 Compound Sentences and Phrases
- Lesson 9.13.4 Sentence Interrupters and Nonessential Elements
- Lesson 9.13.5 Other Comma Uses

Chapter 14

Student Practice

- Lesson 9.14.1 Colons
- Lesson 9.14.2 Semicolons
- Lesson 9.14.3 Underlining (Italics)
- Lesson 9.14.4 Quotation Marks
- Lesson 9.14.5 Punctuating Dialogue
- Lesson 9.14.6 Apostrophes

Chapter 15

Student Practice

- Lesson 9.15.1 Proper Nouns and Proper Adjectives
- Lesson 9.15.2 Titles
- Lesson 9.15.3 First Words, Organizations, Religions, School Subjects
- Lesson 9.15.4 I and O; Historical Events, Documents, and Periods; Calendar Items; Brand Names

continued

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

9.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 9
<p style="text-align: center;"><i>continued</i></p> <p>9.L.GC.1.57 Usage: Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function. (Master) Grade 7 (Introduce) / Grade 8 (Introduce) / Grade 9 (Master)</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>STUDENT EDITION</u> Chapter 7 Phrases</p> <ul style="list-style-type: none"> Lesson 7.2 Participles and Participial Phrases—SE pp. 131-132 Lesson 7.4 Gerunds and Gerund Phrases—SE pp. 135-136 Lesson 7.5 Infinitives and Infinitive Phrases—SE pp. 137-138 <p><u>TEACHER'S EDITION</u> Differentiating Instruction</p> <ul style="list-style-type: none"> Chapter 7 Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T37 <p><u>DIGITAL RESOURCES*</u> Chapter 7</p> <p>Student Practice</p> <ul style="list-style-type: none"> Lesson 9.7.1 Prepositional Phrases: Adjective and Adverb Phrases Lesson 9.7.2 Participles and Participial Phrases Lesson 9.7.4 Gerunds and Gerund Phrases Lesson 9.7.5 Infinitives and Infinitive Phrases
<p>9.L.GC.1.58 Usage: Use tenses and aspects to indicate the mood of a verb. (Master) Grade 8 (Introduce) / Grade 9 (Master)</p>	<p><u>STUDENT EDITION</u> Chapter 9 Verbs</p> <ul style="list-style-type: none"> Lesson 9.4 Verb Tense—SE pp. 169-170 <p><u>TEACHER'S EDITION</u> Differentiating Instruction</p> <ul style="list-style-type: none"> Chapter 9 Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T37 <p><u>DIGITAL RESOURCES*</u> Chapter 9</p> <p>Student Practice</p> <ul style="list-style-type: none"> Lesson 9.9.4 Verb Tense
<p>9.L.GC.1.59 Mechanics: Use colons to introduce quotations. (Master) Grade 8 (Introduce) / Grade 9 (Master)</p>	<p><u>STUDENT EDITION</u> Chapter 14 Punctuation: All the Other Marks</p> <ul style="list-style-type: none"> Lesson 14.1 Colons—SE pp. 241-242 <p><u>TEACHER'S EDITION</u> Differentiating Instruction</p> <ul style="list-style-type: none"> Chapter 9 Teaching Notes: English Learners/Striving Learners/Chapter Vocabulary—TE p. T37 <p><u>DIGITAL RESOURCES*</u> Chapter 9</p> <p>Student Practice</p> <ul style="list-style-type: none"> Lesson 9.14.1 Colons
<p>9.L.GC.1.60 Mechanics: Use dashes appropriately. (Continue) Grade 8 (Introduce) / Grade 9 (Continue) / Grade 10 (Master)</p>	<p>see GRAMMAR FOR WRITING eBOOK — Grade 10</p> <p><u>STUDENT EDITION</u> Chapter 14 Punctuation: All the Other Marks</p> <p>Instruction & Practice</p> <ul style="list-style-type: none"> Lesson 14.7 Hyphens, Dashes, and Parentheses <p>Student Practice</p> <ul style="list-style-type: none"> Lesson 10.14.7 Hyphens, Dashes, and Parentheses <p><i>additional support</i> <u>DIGITAL RESOURCES: TEACHER EDITION</u> Overview</p> <ul style="list-style-type: none"> Differentiated Instruction: Instruction Charts: Chapter 14—p. 2

DOMAIN: LANGUAGE (L) / BIG IDEA: GRAMMAR CONVENTIONS (GC)

9.L.GC.1 Grammar, Usage, & Mechanics

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — SKILLS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 9
<p>9.L.GC.1.61 Grammar, Usage, Mechanics: Use an appropriate style guide to address complex issues of grammar, usage, or mechanics. (Continue)</p> <p>Grade 8 (Introduce) / Grade 9 (Continue) / Grade 10 (Master)</p>	<p><i>Grammar for Writing</i>, Grade 9</p>

DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

9.P.EICC.4 Writing Processes

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

- 9.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)
- 9.P.EICC.4.b** Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)
- 9.P.EICC.4.c** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)
- 9.P.EICC.4.d** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)
- 9.P.EICC.4.e** Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)
- 9.P.EICC.4.f** Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)
- 9.P.EICC.4.g** Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)
- 9.P.EICC.4.h** Edit the text, ensuring it adheres to the conventions of written language. (C)

continued

GRAMMAR FOR WRITING: NEW EDITION — GRADE 9

STUDENT EDITION

Chapter 1 The Writing Process

- Lesson 1.1 Prewriting: Gathering Ideas—SE pp. 9–12
 - Sample Instruction**
 - Prewriting Strategies**
 - 1. Writer's Notebook
 - Annotated Writing Model
 - 2. Brainstorming
 - Annotated Writing Model
 - 3. Freewriting
 - Annotated Writing Model
 - 4. Clustering/Mapping/Webbing
 - Annotated Writing Model
 - 5. W and How? Questions
 - Annotated Writing Model
- Lesson 1.2 Organizing the Ideas and Drafting—SE pp. 13–14
 - Sample Instruction**
 - Drafting Strategies**
 - 1. Write the Big Idea
 - 2. Grab Your Reader
 - 3. Stay Flexible
 - 4. Create an Ending
 - Annotated Writing Model
- Lesson 1.3 Revising—SE pp. 15–17
 - Sample Instruction**
 - Revising Strategies**
 - 1. Ideas and Unity
 - 2. Organization and Coherence
 - 3. Sentence Variety
 - 4. Word Choice
 - Annotated Writing Model
 - Working with a Writing Partner
- Lesson 1.4 Editing and Proofreading—SE pp. 18–19
 - Sample Instruction**
 - Editing Questions**
 - 1. Spelling
 - 2. Capitalization
 - 3. Punctuation
 - 4. Sentence Correctness
 - 5. Verbs
 - 6. Word Pronouns
 - 7. Usage
 - Proofreading Symbols

continued

DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

9.P.EICC.4 Writing Processes

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

continued

- 9.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)
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continued

GRAMMAR FOR WRITING: NEW EDITION — GRADE 9

continued

Chapter 4 Writing Workshops

Each **Writer's Workshop** lesson defines the type of writing and provides a professional writing model to guide students during their writing assignments.

- Lesson 4.1 Narrative Writing: Autobiographical Incident—SE pp. 52–56
- Lesson 4.2 Persuasive Writing—SE pp. 57–61
- Lesson 4.3 Expository Writing: Compare and Contrast Essay—SE pp. 62–67

Sample Instruction

Annotated Professional Writing Model: “Grant and Lee: A Study in Contrasts”

Critical Thinking Writing Strategies

1. Choose your subjects.
2. List their features.
3. Use a Venn diagram.
4. Organize.
5. Use clear transitions.

Two Methods for Organizing a Compare and Contrast Essay

- Block Method: One subject at a time
- Point-by-Point Method: Contrast one feature at a time

Choose Subjects

- Apples and oranges
- Then/Now
- An imaginative comparison

Gather Information

Organize Your Essay

Draft Your Essay

Revise

Proofread and Publish Your Essay

- Lesson 4.4 Writing About Literature: Analyzing Fiction—SE pp. 68–73
- Lesson 4.5 Expository Writing: Research Paper—SE pp. 74–82
- Lesson 4.6 Writing a Timed Essay—SE pp. 83–86

Chapters 1–16

Exercises in lessons throughout the program help students develop and improve their writing skills by focusing on key steps of the writing process.

Planning

Lesson Exercises: Exercise 1 Choosing a Topic Sentence, p. 22; Exercise 5 Elaborating on a Topic Sentence, p. 25; Exercise 1 Get Started, p. 55; Exercise 2 Plan Your Autobiographical Incident, p. 55; Exercise 6 Choose a Topic, p. 60; Exercise 7 State Your Opinion, p. 60; Exercise 11 Choose Subjects, p. 65; Exercise 12 Gather Information, p. 65; Exercise 13 Organize Your Essay, p. 65; Exercise 17 Prewriting: Choose and Limit a Topic, p. 72; Exercise 18 Prewriting: Major Points and Supporting Details, p. 72; Exercise 19 Organize and Draft Your Essay, p. 73; Exercise 22 Prewriting: Choose a Limited Topic, p. 81; Exercise 23 Prewriting: Gather Information, p. 81; Exercise 24 Prewriting: Write an Outline, p. 81; Exercise 29 Read the Prompt Carefully, p. 85; Exercise 30 Prewrite: Focus, Gather, and Organize Ideas, p. 86; Exercise 31 Prewrite: Thesis Statement, or Claim, p. 86

continued

DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

9.P.EICC.4 Writing Processes

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 9

continued

- 9.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)
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- 9.P.EICC.4.d** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)
- 9.P.EICC.4.e** Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)
- 9.P.EICC.4.f** Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)
- 9.P.EICC.4.g** Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)
- 9.P.EICC.4.h** Edit the text, ensuring it adheres to the conventions of written language. (C)

continued

continued

Initial Draft/Writing

Lesson Exercises: Exercise 4 Writing a Paragraph from Notes, p. 25; Exercise 7 Writing a Paragraph from Notes, p. 28; Exercise 8 Writing for Different Purposes, p. 31; Exercise 9 Drafting an Introduction, p. 33; Exercise 10 Drafting a Conclusion, p. 33; Exercise 11 Writing Body Paragraphs Based on Notes, p. 33; Exercise 3 Writing a Paragraph, p. 37; Exercise 10 Writing Paragraphs, p. 43; Exercise 3 Draft the Autobiographical Incident, p. 56; Exercise 9 Draft Your Letter or Essay, p. 61; Exercise 14 Draft Your Essay, p.67; Exercise 19 Organize and Draft Your Essay, p. 73; Exercise 25 Write a First Draft with Documentation, p. 82; Exercise 32 Write Your Essay, p. 86; Exercise 4 Writing with Pronouns, p. 92; Write What You Think, p. 92; Write What You Think, p. 102; Write What You Think, p. 106; Exercise 2 Writing Complete Sentences, p. 110; Exercise 4 Writing Complete Sentences, p. 112; Write What You Think, p. 114; Write What You Think, p. 120; Write What You Think, p. 126; Exercise 4 Writing Sentences with Participial Phrases, p. 132; Write What You Think, p. 132; Exercise 9 Writing Sentences with Gerunds and Gerund Phrases, p. 136; Write What You Think, p. 146; Exercise 4 Writing Sentences with Adjective Clauses, p. 148; Exercise 5 Writing Sentences with Adverb Clauses, p. 150; Exercise 8 Writing Sentences with Noun Clauses, p. 151; Write What You Think, p. 168; Exercise 7 Writing a Paragraph, p. 184; Write What You Think, p. 184; Exercise C Writing Complete Sentences, p. 190; Exercise D Writing a Description, p. 190; Write What You Think, p. 194; Exercise 3 Writing an Advertisement, p. 208; Write What You Think, p. 210; Exercise 5 Writing a Paragraph, p. 210; Exercise 2 Writing Sentences, p. 224; Exercise 7 Writing a Paragraph, p. 228; Exercise 12 Writing a Friendly Letter, p. 232; Exercise 14 Writing a Paragraph, p. 234; Write What You Think, p. 234; Exercise 2 Writing a Journal Entry, p. 242; Write What You Think, p. 244; Exercise 6 Writing Brief Reviews, p. 246; Exercise 8 Writing Your Own Exercise, p. 248; Exercise 9 Writing a Dialogue, p. 250; Write What You Think, p. 250; Exercise 2 Writing a Biography, p. 260; Exercise 6 Writing About Relatives, p. 262; Exercise 10 Writing a Paragraph, p. 266; Exercise 7 Writing New Words, p. 278; Exercise 9 Writing with Noun Plurals, p. 280

Revising and Rewriting

Lesson Exercises: Exercise 6 Revising a Draft, p. 17; Exercise 6 Revising a Paragraph for Organization and Coherence, p. 28; Exercise 12 Revising an Essay, p. 34; Exercise 1 Revising Sentence Beginnings, p. 36; Exercise 2 Revising a Press Release, p. 37; Exercise 5 Revising a Report, p. 39; Exercise 7 Revising a Paragraph, p. 41; Exercise 14 Revising a Paragraph, p. 47; Exercise 10 Revise, Edit, and Publish, p. 61; Exercise 15 Revise, p. 67; Exercise 20 Revise Your Essay, p. 73; Exercise 26 Revise Your Draft, p. 82; Exercise 33 Revise and Proofread Your Essay, p. 86; Exercise 2 Revising a Paragraph, p. 90; Exercise 4 Revising a Paragraph, p. 94; Exercise 8 Revising Sentences to Add Information, p. 95; Exercise 11 Adding Adjectives and Adverbs, p. 98; Exercise 2 Revising and Editing a Paragraph, p. 130; Exercise 6 Revising a Story Beginning, p. 150; Exercise 10 Revising a Biology Report, p. 152; Exercise 12 Revising Sentences, p. 154; Exercise Revising and Editing Worksheet 1, p. 155; Exercise Revising and Editing Worksheet 2, p. 156; Exercise 2 Revising a Story Beginning, p. 164; Exercise C Revising and Editing a Paragraph, p. 176; Exercise Revising and Editing Worksheet 1, p. 187; Exercise Revising and Editing Worksheet 2, p. 188; Exercise Revising and Editing Worksheet, p. 202; Exercise Revising and Editing Worksheet 1, p. 215; Exercise Revising and Editing Worksheet 2, p. 216; Exercise 6 Revising Sentences, p. 227; Exercise 9 Revising Sentences, p. 230; Exercise Revising and Editing Worksheet 1, p. 235; Exercise Revising and Editing Worksheet 2, p. 236; Exercise Revising and Editing Worksheet 1, p. 253; Exercise Revising and Editing Worksheet 2, p. 254

continued

DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

9.P.EICC.4 Writing Processes

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 9

continued

- 9.P.EICC.4.a** Establish a purpose and goals for writing and identify a target audience. (C)
- 9.P.EICC.4.b** Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)
- 9.P.EICC.4.c** Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)
- 9.P.EICC.4.d** Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)
- 9.P.EICC.4.e** Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)
- 9.P.EICC.4.f** Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)
- 9.P.EICC.4.g** Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)
- 9.P.EICC.4.h** Edit the text, ensuring it adheres to the conventions of written language. (C)

continued

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Editing and Proofreading

Lesson Exercises: Exercise 8 Editing a Paragraph, p. 19; Exercise 4 Combining Sentences, p. 39; Exercise 16 Proofread and Publish, p. 67; Exercise 21 Proofread and Publish Your Essay, p. 73; Exercise 27 Proofread Your Paper, p. 82; Exercise 12 Expanding Sentences, p. 99; Exercise 5 Editing Sentence Fragments, p. 113; Exercise 8 Editing Run-on Sentences, p. 118; Exercise 9 Editing a Report, p. 118; Exercise 6 Rewording Sentences, p. 133; Exercise 5 Editing a Paragraph, p. 168; Exercise 7 Making Verb Tenses Consistent, p. 170; Exercise 8 Editing Sentences to Create Parallel Structure, p. 172; Exercise 9 Editing a Paragraph to Create Parallel Structure, p. 172; Exercise 1 Editing a Paragraph, p. 179; Exercise 4 Editing Sentences, p. 182; Exercise B Editing a Paragraph, p. 189; Exercise 2 Editing a Paragraph, p. 194; Exercise 3 Editing Sentences, p. 195; Exercise 8 Editing Sentences, p. 200; Exercise 1 Editing a Paragraph, p. 208; Exercise 4 Editing Sentences, p. 209; Exercise 6 Editing Misquoted Sayings, p. 211; Exercise 7 Editing a Paragraph, p. 212; Exercise 8 Editing Sentences, p. 213; Exercise 9 Editing an Anecdote, p. 214; Exercise 1 Proofreading a Paragraph, p. 224; Exercise 3 Proofreading Sentences, p. 225; Exercise 8 Proofreading Sentences, p. 230; Exercise 11 Editing and Proofreading a Friendly Letter, p. 232; Exercise 13 Editing and Proofreading a Paragraph, p. 233; Exercise 5 Editing and Proofreading a Report, p. 245; Exercise 1 Proofreading Sentences, p. 259; Exercise 4 Proofreading Sentences, p. 261; Exercise 5 Editing and Proofreading a Paragraph, p. 262; Exercise 7 Proofreading Sentences, p. 263; Exercise 11 Proofreading Sentences, p. 266; Exercise Editing and Proofreading Worksheet 1, p. 267; Exercise Editing and Proofreading Worksheet 2, p. 268; Exercise A Proofreading Sentences, p. 269; Exercise B Proofreading a Paragraph, p. 269; Exercise C Proofreading Paragraphs, p. 270; Exercise 4 Proofreading a Newspaper Column, p. 276; Exercise Editing and Proofreading Worksheet 1, p. 281; Exercise Editing and Proofreading Worksheet 2, p. 282; Exercise D Proofreading Paragraphs, p. 284; Exercise D Editing and Proofreading a Passage, p. 286

DIGITAL RESOURCES*

Chapters 1–16

Portfolio Project

Portfolio Projects are multiple-step assignments that help students apply what they have learned about the writing process.

- Chapter 1 “Give Me Your Tired...”

Sample Instruction

Your Assignment Research and write a piece of historical fiction—that is, a narrative about a fictional character from the past who went through the immigration experience. Make your fictional narrative at least four pages long, and provide enough reality-based details to give readers a clear picture of your character's life. Use your imagination to weave a narrative that will keep your reader interested.

Step 1: Initial Search

Step 2: Narrow Your Search

Step 3: Gather Information

Step 4: Expanded Search

Step 5: Organize Your Ideas and Write Your Narrative

Write Like a Pro

Use precise words and phrases, details, and sensory language to help readers capture the sights, sounds, and even the smells of an era. Use action verbs that show the reader precisely what is happening. (Experiment: Refer to a thesaurus to see how many different verbs you can use instead of the verb go.)

Composition Connection

Vary the length and structure of your sentences. Ask a question or use an exclamation where appropriate to create a rhythm that will help hold the reader's attention.

Step 6: Revise, Edit, and Rewrite

Step 7: Publish Your Work

continued

DOMAIN: PRACTICES (P) / BIG IDEA: ENGAGEMENT & INTENTION FOR COMPREHENSION & COMPOSITION (EICC)

9.P.EICC.4 Writing Processes

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 9
<p style="text-align: center;"><i>continued</i></p> <p>9.P.EICC.4.a Establish a purpose and goals for writing and identify a target audience. (C)</p> <p>9.P.EICC.4.b Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience. (C)</p> <p>9.P.EICC.4.c Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)</p> <p>9.P.EICC.4.d Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful. (C)</p> <p>9.P.EICC.4.e Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. (C)</p> <p>9.P.EICC.4.f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. (C)</p> <p>9.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness. (C)</p> <p>9.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language. (C)</p>	<p style="text-align: center;"><i>continued</i></p> <p>Teacher's Notes Chapter Connection Activities</p> <ul style="list-style-type: none"> Elicit stories about their experiences from students in the class whose families have come to the United States from other countries. You might suggest an informal census, identifying the countries where students or their parents or grandparents were born. <p>Check It Out!</p> <ul style="list-style-type: none"> Chapter 2 "The Harlem Renaissance" Chapter 3 "A Space Adventure" Chapter 4 "I Lived in Interesting Times" Chapter 5 "The Plight of Endangered Species" Chapter 6 "A Literacy Week Special Event: Meet the Authors" Chapter 7 "Money, Money, Money!" Chapter 8 "Gold in the Garbage" Chapter 9 "On Your Right, You Will See?" Chapter 10 "A Voyage from Earth to Mars" Chapter 11 "What Shall I Be? Exploring Careers" Chapter 12 "Exhibit: Treasures of Our Heritage" Chapter 13 "Women in Government" Chapter 14 "SportsTalk: A Quarterly Women's Sports Magazine" Chapter 15 "America's Heroes" Chapter 16 "An American Poet"

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

9.P.AC.1 Reading like a Writer

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 9
<p>9.P.AC.1.a Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C)</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION Chapter 4 Writing Workshops</p> <p>Each Writer's Workshop lesson defines the type of writing and provides an annotated professional writing model to help students understand elements that impact the target audience and support the text's purpose. The Critical Thinking activity guides student analysis of the writing model.</p> <ul style="list-style-type: none"> Lesson 4.1 Narrative Writing: Autobiographical Incident—SE pp. 52–56 Critical Thinking Lesson 4.2 Persuasive Writing—SE pp. 57–61 Critical Thinking Lesson 4.3 Expository Writing: Compare and Contrast Essay—SE pp. 62–67 Critical Thinking <p style="text-align: center;"><i>continued</i></p>

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

9.P.AC.1 Reading like a Writer

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

continued

9.P.AC.1.a Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose. (I/C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 9

continued

- Lesson 4.4 Writing About Literature: Analyzing Fiction—SE pp. 68–73
Critical Thinking
- Lesson 4.5 Expository Writing: Research Paper—SE pp. 74–82
- Lesson 4.6 Writing a Timed Essay—SE pp. 83–86
Critical Thinking

Student Writing Models

Ask students to identify strengths of the piece, as well as suggest possible improvements.

- Chapter 5 “One Meal Made a Big Difference”—SE p. 88
- Chapter 6 “Atlas Shrugged by Ayn Rand”—SE p. 108
- Chapter 7 “Help the Environment by Recycling”—SE p. 128
- Chapter 8 “Biedermeier Vienna and the Music of Franz Schubert”—SE p. 144
- Chapter 9 “Dancing”—SE p. 162
- Chapter 10 “A Language Plan for Success”—SE p. 178
- Chapter 11 “The Benefits of Team Sports”—SE p. 192
- Chapter 12 “Driving Home the Point”—SE p. 206
- Chapter 13 “Bottled Water: Reasons Vary for Purchasing Thirst Quencher”—SE p. 222
- Chapter 14 “An Important Lesson”—SE p. 240
- Chapter 15 “Jefferson Davis, Abraham Lincoln, and the American Revolution”—SE p. 258
- Chapter 16 “Computer Course Should Be Optional”—SE p. 272

DIGITAL RESOURCES*

Chapters 1–16

Writing Rubrics

The **Writing Rubrics** checklists can help identify, apply, and analyze rhetorical elements in texts.

- Persuade
- Convey Experience
- Informative/Explanatory Writing

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

9.P.AC.1 Reading like a Writer

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 9

9.P.AC.1.b Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose. (I/C)

STUDENT EDITION

Chapter 1 The Writing Process

- Lesson 1.3 Revising—SE pp. 15–17

Sample Instruction

Revising Strategies

- 4. Word Choice.** Is your vocabulary too formal or informal for your audience? Do technical terms need to be defined or explained? Can you delete unnecessary words or phrases? Look for general, vague words, and replace them with precise ones. If you've used a cliché or an overworked word, such as very or great, think of a fresh way to express the same idea.

Chapter 2 Writing Effective Paragraphs and Essays

- Lesson 2.5 Writing Essays—SE pp. 32–34

Sample Instruction

Body

- 3. Word Choice.** Avoid repetition, and eliminate wordiness. First ask yourself, "What am I trying to say?" Then say it as clearly as you can.

Chapter 4 Writing Workshops

- Lesson 4.2 Persuasive Writing—SE pp. 57–61

Sample Instruction

Writing Strategies

- 3. Support reasons with emotional appeals.** Persuasive writers sometimes appeal to a reader's fears, hopes, wishes, or sense of fairness. **Loaded words**—words carrying either positive or negative connotations—can sway the reader's emotions.

DIGITAL RESOURCES*

Chapters 1–16

Writing Rubrics

The **Writing Rubrics** checklists can help identify, apply, and analyze rhetorical elements in texts.

- Convey Experience

Sample Instruction

An excellent narrative . . .

- uses precise words and phrases, vivid descriptive details, and sensory language

- Informative/Explanatory Writing

Sample Instruction

An excellent narrative . . .

- uses precise language and defines or explains difficult words related to the topic

9.P.AC.1.c Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose. (I/C)

STUDENT EDITION

Chapter 3 Writing Effective Sentences

- Lesson 3.1 Varying Sentence Beginnings—SE pp. 36–37
- Lesson 3.2 Combining Sentences: Compound Subjects and Compound Verbs—SE pp. 38–39
- Lesson 3.3 Combining Sentences: Using Coordinating Conjunctions—SE pp. 40–41
- Lesson 3.4 Combining Sentences: Inserting Phrases—SE pp. 42–43
- Lesson 3.5 Combining Sentences: Using Subordinate Clauses—SE pp. 44–45
- Lesson 3.6 Eliminating Short, Choppy Sentences—SE pp. 46–47
- Lesson 3.7 Eliminating Wordiness—SE pp. 48–49

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

9.P.AC.1 Reading like a Writer

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

9.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose. (I/C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 9

STUDENT EDITION

Chapter 2 Writing Effective Paragraphs and Essays

- Lesson 2.1 Ideas and Unity—SE pp. 21–22
- Lesson 2.2 Elaborating with Supporting Details—SE pp. 23–25
- Lesson 2.3 Organization and Coherence—SE pp. 26–28
- Lesson 2.4 Types of Paragraphs—SE pp. 29–31
- Lesson 2.5 Writing Essays—SE pp. 32–34

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

9.P.AC.2 Writing like a Reader

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

9.P.AC.2.a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes. (I/C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 9

STUDENT EDITION

Chapter 4 Writing Workshops

Each **Writer's Workshop** lesson defines the type of writing and provides an annotated professional writing model to help students understand elements that impact the target audience and support the text's purpose.

The **Writing Strategies** section of the lesson helps students incorporate combine a genre's key elements with steps of the writing process.

- Lesson 4.1 Narrative Writing: Autobiographical Incident—SE pp. 52–56
- Lesson 4.2 Persuasive Writing—SE pp. 57–61
- Lesson 4.3 Expository Writing: Compare and Contrast Essay—SE pp. 62–67
- Lesson 4.4 Writing About Literature: Analyzing Fiction—SE pp. 68–73
- Lesson 4.5 Expository Writing: Research Paper—SE pp. 74–82
- Lesson 4.6 Writing a Timed Essay—SE pp. 83–86

DIGITAL RESOURCES*

Chapters 1–16

Portfolio Project

Portfolio Projects include multiple-step writing assignments designed to give students further practice with research, writing, grammar, usage, and mechanics.

- Chapter 1 "Give Me Your Tired..."
- Chapter 2 "The Harlem Renaissance"
- Chapter 3 "A Space Adventure"
- Chapter 4 "I Lived in Interesting Times"
- Chapter 5 "The Plight of Endangered Species"
- Chapter 6 "A Literacy Week Special Event: Meet the Authors"
- Chapter 7 "Money, Money, Money!"
- Chapter 8 "Gold in the Garbage"
- Chapter 9 "On Your Right, You Will See?"
- Chapter 10 "A Voyage from Earth to Mars"
- Chapter 11 "What Shall I Be? Exploring Careers"
- Chapter 12 "Exhibit: Treasures of Our Heritage"
- Chapter 13 "Women in Government"
- Chapter 14 "SportsTalk: A Quarterly Women's Sports Magazine"
- Chapter 15 "America's Heroes"
- Chapter 16 "An American Poet"

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

9.P.AC.2 Writing like a Reader

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 9
<p>9.P.AC.2.b Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. (I/C)</p>	<p><u>STUDENT EDITION</u> Chapter 1 The Writing Process <ul style="list-style-type: none"> Lesson 1.3 Revising—SE pp. 15–17 <i>Sample Instruction</i> Revising Strategies 4. Word Choice. Is your vocabulary too formal or informal for your audience? Do technical terms need to be defined or explained? Can you delete unnecessary words or phrases? Look for general, vague words, and replace them with precise ones. If you've used a cliché or an overworked word, such as very or great, think of a fresh way to express the same idea.</p> <p>Chapter 2 Writing Effective Paragraphs and Essays <ul style="list-style-type: none"> Lesson 2.5 Writing Essays—SE pp. 32–34 <i>Sample Instruction</i> Body 3. Word Choice. Avoid repetition, and eliminate wordiness. First ask yourself, "What am I trying to say?" Then say it as clearly as you can.</p> <p>Chapter 4 Writing Workshops <ul style="list-style-type: none"> Lesson 4.2 Persuasive Writing—SE pp. 57–61 <i>Sample Instruction</i> Writing Strategies 3. Support reasons with emotional appeals. Persuasive writers sometimes appeal to a reader's fears, hopes, wishes, or sense of fairness. Loaded words—words carrying either positive or negative connotations—can sway the reader's emotions.</p>
<p>9.P.AC.2.c Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. (I/C)</p>	<p><u>STUDENT EDITION</u> Chapter 3 Writing Effective Sentences <ul style="list-style-type: none"> Lesson 3.1 Varying Sentence Beginnings—SE pp. 36–37 Lesson 3.2 Combining Sentences: Compound Subjects and Compound Verbs—SE pp. 38–39 Lesson 3.3 Combining Sentences: Using Coordinating Conjunctions—SE pp. 40–41 Lesson 3.4 Combining Sentences: Inserting Phrases—SE pp. 42–43 Lesson 3.5 Combining Sentences: Using Subordinate Clauses—SE pp. 44–45 Lesson 3.6 Eliminating Short, Choppy Sentences—SE pp. 46–47 Lesson 3.7 Eliminating Wordiness—SE pp. 48–49 </p>

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

9.P.AC.2 Writing like a Reader

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 9

9.P.AC.2.d Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose. (I/C)

STUDENT EDITION

Chapter 1 The Writing Process

- Lesson 1.3 Revising—SE pp. 15-17

Sample Instruction

Revising Strategies

- 2. Organization and Coherence.** Does the opening sentence grab the reader's attention? Can you improve your draft by moving paragraphs? by moving sentences? Is information presented in a logical order, an order that makes sense to the reader? Would adding transition words help? Does the last sentence bring closure to the writing?

Chapter 2 Writing Effective Paragraphs and Essays

- Lesson 2.1 Ideas and Unity—SE pp. 21-22
- Lesson 2.2 Elaborating with Supporting Details—SE pp. 23-25
- Lesson 2.3 Organization and Coherence—SE pp. 26-28

Sample Instruction

Strategies for Writing Coherently

3. Put Your Thoughts in Order

- Chronological Order
- Spatial Order
- Order of Importance
- Logical Order
- Annotated Writing Model
- Lesson 2.4 Types of Paragraphs—SE pp. 29-31
- Lesson 2.5 Writing Essays—SE pp. 32-34

Chapter 7 Phrases

- Lesson 7.1 Prepositional Phrases: Adjective and Adverb Phrases—SE pp. 129-130
- Lesson 7.2 Participles and Participial Phrases—SE pp. 131-132
- Lesson 7.3 Effective Paragraphs: Varying Sentence Beginnings—SE pp. 133-134
- Lesson 7.4 Gerunds and Gerund Phrases—SE pp. 135-136
- Lesson 7.5 Infinitives and Infinitive Phrases—SE pp. 137-138
- Lesson 7.6 Appositives and Appositive Phrases—SE pp. 139-139

Chapter 8 Clauses

- Lesson 8.1 Independent Clauses and Subordinate Clauses—SE pp. 145-146
- Lesson 8.2 Adjective Clauses—SE pp. 147-148
- Lesson 8.3 Adverb Clauses—SE pp. 149-150
- Lesson 8.4 Noun Clauses—SE pp. 151-152
- Lesson 8.5 Four Types of Sentence Structures—SE pp. 153-154

DOMAIN: PRACTICES (P) / BIG IDEA: AUTHOR'S CRAFT (AC)

9.P.AC.3 Text Design

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

9.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. (I/C)

9.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts. (I/C)

9.P.AC.3.c Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts. (I/C)

9.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 9

STUDENT EDITION

Chapter 4 Writing Workshops

- Lesson 4.1 Narrative Writing: Autobiographical Incident—SE pp. 52–56
- Lesson 4.2 Persuasive Writing—SE pp. 57–61

Sample Instruction

Revise, Edit, and Publish

If you've written a letter to the editor, send it to your local paper. Begin it with "To the Editor:" and end it with your name, city, and e-mail address.

- Lesson 4.3 Expository Writing: Compare and Contrast Essay—SE pp. 62–67
- Lesson 4.4 Writing About Literature: Analyzing Fiction—SE pp. 68–73
- Lesson 4.5 Expository Writing: Research Paper—SE pp. 74–82
- Lesson 4.6 Writing a Timed Essay—SE pp. 83–86

DIGITAL RESOURCES*

Chapters 1–16

Portfolio Project/Teacher Notes

Portfolio Projects include several opportunities for students to explore and create texts in various modes and genres. They also consume and produce multimedia texts.

- Chapter 1 "Give Me Your Tired..."
- Chapter 2 "The Harlem Renaissance"

Sample Instruction

Your Assignment

Research the life of a writer, artist, or musician who lived and worked in Harlem during this period. Create a Biography Board, a collection of materials about your subject's life and work, mounted attractively on poster board. On your Biography Board, include a three-paragraph summary of your subject's life, quotations by and about your subject, and a list of his or her major works. Also include photos you have found and a time line of your subject's life.

- Chapter 3 "A Space Adventure"
- Chapter 4 "I Lived in Interesting Times"
- Chapter 5 "The Plight of Endangered Species"
- Chapter 6 "A Literacy Week Special Event: Meet the Authors"
- Chapter 7 "Money, Money, Money!"

Sample Instruction

Write Like a Pro

To get a sense of a TV reporter's timing, style, and delivery, watch TV financial news channels and listen carefully to the reporters. Pay attention to how the news is delivered—which facts come first and how news items are worded.

- Chapter 8 "Gold in the Garbage"
- Chapter 9 "On Your Right, You Will See?"
- Chapter 10 "A Voyage from Earth to Mars"
- Chapter 11 "What Shall I Be? Exploring Careers"
- Chapter 12 "Exhibit: Treasures of Our Heritage"
- Chapter 13 "Women in Government"
- Chapter 14 "SportsTalk: A Quarterly Women's Sports Magazine"

Sample Instruction

Your Assignment

Work with a group of up to four classmates to develop and produce one issue of SportsTalk. Choose the fall, winter, spring, or summer issue.

- Chapter 15 "America's Heroes"
- Chapter 16 "An American Poet"

Your Assignment

Work in writing groups of three or four. Each group should choose one of the poets and write a script for a five-minute mini-documentary on that poet's life and work. Plan both the video and audio portions of the script. Video includes everything you see on the screen, such as still pictures, live action scenes, graphic titles, and labels. Audio includes everything you hear, such as narration, sound effects, and music.

DOMAIN: PRACTICES (P) / BIG IDEA: COLLABORATION & PRESENTATION (CP)

9.P.CP.1 Collaboration

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

9.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work. (I/C)

9.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)

9.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback. (I/C)

9.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts. (I/C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 9

STUDENT EDITION

Working Together

The **Working Together** logo identifies exercises found throughout the program that invite collaborative discussion.

Lesson Exercises: Exercise 6 Revising a Draft, p. 17; Exercise 9 Creating Editing and Proofreading Exercises, p. 19; Exercise 2 Improving Unity and Adding Details, p. 23; Exercise 6 Revising a Paragraph for Organization and Coherence, p. 28; Exercise 2 Revising a Press Release, p. 37; Exercise 5 Revising a Report, p. 39; Exercise 7 Revising a Paragraph, p. 41; Exercise 10 Writing Paragraphs, p. 43; Exercise 11 Sentences with Adjective Clauses, p. 45; Exercise 13 Combining Sentences, p. 47; Exercise 14 Revising a Paragraph, p. 47; Exercise 4 Revise Your Autobiographical Incident, p. 56; Exercise 6 Choose a Topic, p. 60; Exercise 7 State Your Opinion, p. 60; Exercise 16 Proofread and Publish, p. 67; Exercise 4 Revising a Paragraph, p. 94; Exercise 2 Writing Complete Sentences, p. 110; Exercise 13 Writing a Description, p. 122; Exercise 7 Writing a Paragraph, p. 134; Exercise 6 Revising a Story Beginning, p. 150; Exercise 5 Writing Sentences with Adverb Clauses, p. 150; Exercise 9 Create Your Own Exercise, p. 152; Exercise 10 Revising a Biology Report, p. 152; Exercise 6 Create Your Own Exercise, p. 184; Exercise 7 Writing a Paragraph, p. 184; Exercise 9 Creating Your Own Exercise, p. 214; Exercise 10 Editing an Anecdote, p. 214; Exercise 2 Writing Sentences, p. 224; Exercise 14 Writing a Paragraph, p. 234; Exercise 8 Writing Your Own Exercise, p. 248; Exercise 9 Writing a Dialogue, p. 250; Exercise 10 Punctuating Dialogue, p. 250; Exercise 2 Writing a Biography, p. 260; Exercise 5 Editing and Proofreading a Paragraph, p. 262; Exercise 8 Creating Your Own Exercise, p. 264; Exercise 10 Writing a Paragraph, p. 266; Exercise 6 Create Your Own Exercise, p. 278

DIGITAL RESOURCES*

Chapters 1–16

Student Resources

- Peer Review Questions
An online **Peer Review Form** provides specific questions peers may ask each other in an easy-to-use format.

DOMAIN: PRACTICES (P) / BIG IDEA: COLLABORATION & PRESENTATION (CP)

9.P.CP.2 Presentation

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

- 9.P.CP.2.a** Communicate clearly to present ideas, information, and texts. (I/C)
- 9.P.CP.2.b** Integrate modes and genres most appropriate to purpose and audience. (I/C)
- 9.P.CP.2.c** Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)
- 9.P.CP.2.d** Engage in dialogue with audiences by asking and answering questions. (I/C)
- 9.P.CP.2.e** Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level. (I/C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 9

DIGITAL RESOURCES*

Chapters 1–16

Portfolio Project/Teacher Notes

Portfolio Projects include several opportunities for oral presentations.

- Chapter 3 “A Space Adventure”
 - Sample Instruction*
 - Step 6: Publish Your Work**
Present your story to a small group of classmates and ask for feedback.
- Chapter 7 “Money, Money, Money!”
 - Sample Instruction*
 - Step 7: Your Rehearse, Rehearse, Rehearse!**
Try to make your TV report sound as natural as possible. Your script should use the same voice and tone that you would use in speaking. Read your report to friends or family members to get their feedback.
- Chapter 9 “On Your Right, You Will See?”
 - Sample Instruction*
 - Your Assignment**
Imagine that you are a tour guide for an international tour company. Choose a city, historic site, monument, architectural landmark, or natural wonder anywhere in the world. Write a five-minute speech you will give to your group of tourists as you lead them through the site.
- Chapter 15 “America’s Heroes”
 - Sample Instruction*
 - Your Assignment**
Each person in your group should choose an outstanding person (past or present) in the chosen category to receive an award. Each student will write and deliver a one-minute speech explaining the chosen person’s heroic actions.

see also **GRAMMAR FOR WRITING eBook — Grade 8**

DIGITAL RESOURCES*

Chapter 1 The Writing Process

Instruction & Practice

- Lesson 1.5 Publishing and Presenting—SE pp. 20–21

Sample Instruction

Remember

Follow these guidelines to give more effective presentations:

- Speak loudly and clearly.
- Pace yourself.
- Don’t rush.
- Make eye contact with your audience.
- Use gestures and facial expressions to emphasize key ideas.
- Practice several times.

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

9.L.GC.2 Syntax

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 9
<p>9.L.GC.2.a Apply understandings of syntax to comprehend and analyze a variety of grade-level texts. (I)</p>	<p><u>STUDENT EDITION</u> Student Writing Models Students identify strengths each piece, as well as suggest possible improvements.</p> <ul style="list-style-type: none"> • Chapter 5 “One Meal Made a Big Difference”—SE p. 88 • Chapter 6 “Atlas Shrugged by Ayn Rand”—SE p. 108 • Chapter 7 “Help the Environment by Recycling”—SE p. 128 • Chapter 8 “Biedermeier Vienna and the Music of Franz Schubert”—SE p. 144 • Chapter 9 “Dancing”—SE p. 162 • Chapter 10 “A Language Plan for Success”—SE p. 178 • Chapter 11 “The Benefits of Team Sports”—SE p. 192 • Chapter 12 “Driving Home the Point”—SE p. 206 • Chapter 13 “Bottled Water: Reasons Vary for Purchasing Thirst Quencher”—SE p. 222 • Chapter 14 “An Important Lesson”—SE p. 240 • Chapter 15 “Jefferson Davis, Abraham Lincoln, and the American Revolution”—SE p. 258 • Chapter 16 “Computer Course Should Be Optional”—SE p. 272
<p>9.L.GC.2.b Use a variety of simple, compound, complex, and compound-complex sentences, to condense and combine ideas, maintaining consistent verb tense throughout the text. (C)</p>	<p><u>STUDENT EDITION</u> Chapter 8 Clauses</p> <ul style="list-style-type: none"> • Lesson 8.5 Four Types of Sentence Structures—SE pp. 153-154 <p>Chapter 9 Using Verbs</p> <ul style="list-style-type: none"> • Lesson 9.4 Verb Tense—SE pp. 169-170 <p><u>DIGITAL RESOURCES*</u> Chapter 8 Student Practice</p> <ul style="list-style-type: none"> • Lesson 9.8.5 Four Types of Sentence Structures <p>Chapter 9 Student Practice</p> <ul style="list-style-type: none"> • Lesson 9.9.4 Verb Tense
<p>9.L.GC.2.c Distinguish between active and passive voice, revising texts to maintain consistency in active voice. (C)</p>	<p><u>STUDENT EDITION</u> Chapter 9 Using Verbs</p> <ul style="list-style-type: none"> • Lesson 9.6 Using the Active Voice—SE pp. 173-173 <p><u>DIGITAL RESOURCES*</u> Chapter 9 Student Practice</p> <ul style="list-style-type: none"> • Lesson 9.9.6 Using the Active Voice

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

9.L.GC.2 Syntax

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 9
<p>9.L.GC.2.d Build and enrich ideas and information in texts, integrating modifying phrases and clauses and eliminating misplaced or dangling modifiers to convey meaning and facilitate engagement. (C)</p>	<p><u>STUDENT EDITION</u> Chapter 2 Writing Effective Paragraphs and Essays <ul style="list-style-type: none"> Lesson 2.2 Elaborating with Supporting Details—SE pp. 23–25 Chapter 3 Writing Effective Sentences <ul style="list-style-type: none"> Lesson 3.1 Varying Sentence Beginnings—SE pp. 36–37 Lesson 3.2 Combining Sentences: Compound Subjects and Compound Verbs—SE pp. 38–39 Lesson 3.3 Combining Sentences: Using Coordinating Conjunctions—SE pp. 40–41 Lesson 3.4 Combining Sentences: Inserting Phrases—SE pp. 42–43 Lesson 3.5 Combining Sentences: Using Subordinate Clauses—SE pp. 44–45 Lesson 3.6 Eliminating Short, Choppy Sentences—SE pp. 46–47 Lesson 3.7 Eliminating Wordiness—SE pp. 48–49 Chapter 7 Phrases <ul style="list-style-type: none"> Lesson 7.1 Prepositional Phrases: Adjective and Adverb Phrases—SE pp. 129–130 Lesson 7.2 Participles and Participial Phrases—SE pp. 131–132 Lesson 7.3 Effective Paragraphs: Varying Sentence Beginnings—SE pp. 133–134 Lesson 7.4 Gerunds and Gerund Phrases—SE pp. 135–136 Lesson 7.5 Infinitives and Infinitive Phrases—SE pp. 137–138 Lesson 7.6 Appositives and Appositive Phrases—SE pp. 139–139 Chapter 8 Clauses <ul style="list-style-type: none"> Lesson 8.1 Independent Clauses and Subordinate Clauses—SE pp. 145–146 Lesson 8.2 Adjective Clauses—SE pp. 147–148 Lesson 8.3 Adverb Clauses—SE pp. 149–150 Lesson 8.4 Noun Clauses—SE pp. 151–152 Lesson 8.5 Four Types of Sentence Structures—SE pp. 153–154 Chapter 12 Using Modifiers <ul style="list-style-type: none"> Lesson 12.4 Misplaced and Dangling Modifiers—SE pp. 213–214 </p>
<p>9.L.GC.2.e Recognize and use parallel structure within a sentence to create symmetry and convey a congruence of ideas. (C)</p>	<p><u>STUDENT EDITION</u> Chapter 9 Using Verbs <ul style="list-style-type: none"> Lesson 9.5 Parallel Structure—SE pp. 171–172 <u>DIGITAL RESOURCES*</u> Chapter 9 Student Practice <ul style="list-style-type: none"> Lesson 9.9.5 Parallel Structure </p>

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

9.L.V.1 General, Academic, & Specialized Vocabulary

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

- 9.L.V.1.a** Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)
- 9.L.V.1.b** Use grade-level general, academic, disciplinary, technical, and professional vocabulary to communicate clearly and precisely, adjusting style as appropriate in a variety of settings. (C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 9

STUDENT EDITION

Build Your Vocabulary

Students are encouraged to underline unfamiliar words in their reading, look up the meaning in a dictionary, then write the definitions in a vocabulary notebook.

- SE pp. 53, 63, 70

Enriching Your Vocabulary

The **Enriching Your Vocabulary** sidebar appears throughout the book.

- SE pp. 15, 23, 32, 68, 89, 95, 101, 103, 111, 135, 153, 163, 167, 174, 179, 185, 187, 197, 201, 207, 213, 223, 226, 231, 241, 249, 261, 265, 275, 277

Sample Instruction

Not every English word has its roots in another language. The origin of the verb *plod*, used in Exercise 1, is unknown. Some experts think the word is an example of onomatopoeia, that is, a word that imitates a sound, such as that of slow, weary footsteps. At the end of a marathon, many exhausted runners *plod* their way to the finish line.

TEACHER'S EDITION

Differentiating Instruction

Develop Vocabulary

- TE p. T28
 - Model correct pronunciation that students echo.
 - Invite students to point to examples.
 - Vary activities to increase exposure to new words.
 - Encourage students to use new vocabulary in conversation.

Chapter Vocabulary

- Chapter 1, TE p. T29; Chapter 2, TE p. T30; Chapter 3, TE p. T31; Chapter 4, TE p. T32; Chapter 5, TE p. T33; Chapter 6, TE p. T34; Chapter 7, TE p. T35; Chapter 8, TE p. T36; Chapter 9, TE p. T37; Chapter 10, TE p. T38; Chapter 11, TE p. T39; Chapter 12, TE p. T40

DIGITAL RESOURCES*

Overview

Program Overview

- Differentiated Instruction: Chapters 13–16
- Chapter Vocabulary—pp. 1–4

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

9.L.V.2 Word Analysis

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

- 9.L.V.2.a** Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts. (I)
- 9.L.V.2.c** Construct words based on Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. (C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 9

STUDENT EDITION

Enriching Your Vocabulary

Enriching Your Vocabulary sidebars feature information about Latin roots and affixes.

- SE pp. 15, 23, 32, 68, 89, 95, 101, 103, 111, 135, 153, 163, 167, 174, 179, 185, 187, 197, 201, 207, 213, 223, 226, 231, 241, 249, 261, 265, 275, 277

Sample Instruction

Around the world, people celebrated the new *millennium*. This word, used in Exercise 8, comes from the Latin *mille*, or “thousand,” and *ennium* (from *annus*), or “year.” So a *millennium* is a period of a thousand years. More generally, the word means a period of happiness and freedom from life’s ills. (SE p. 185)

Chapter 16 Spelling

- Lesson 16.3 Prefixes and Suffixes—SE pp. 277–278

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

9.L.V.2 Word Analysis

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

- 9.L.V.2.b** Determine the meanings of words and phrases in context by analyzing the function of parts of speech. (I)
- 9.L.V.2.d** Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts. (C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 9

STUDENT EDITION

Chapter 5 Parts of Speech

- Lesson 5.1 Nouns—SE pp. 89–90
- Lesson 5.2 Pronouns—SE pp. 91–92
- Lesson 5.3 Verbs—SE pp. 93–94
- Lesson 5.4 Adjectives—SE pp. 95–96
- Lesson 5.5 Adverbs—SE pp. 97–98
- Lesson 5.6 Prepositions—SE pp. 99–100
- Lesson 5.7 Conjunctions and Interjections—SE pp. 101–102
- Lesson 5.8 Determining a Word's Part of Speech—SE pp. 103–103

TEACHER'S EDITION

Differentiating Instruction

- Chapter 5 Teaching Notes: Chapter Vocabulary/English Learners/Striving Learners—TE T33

DIGITAL RESOURCES*

Chapter 5

Student Practice

- Lesson 9.5.1 Nouns
- Lesson 9.5.2 Pronouns
- Lesson 9.5.3 Verbs
- Lesson 9.5.4 Adjectives
- Lesson 9.5.5 Adverbs
- Lesson 9.5.6 Prepositions
- Lesson 9.5.7 Conjunctions and Interjections
- Lesson 9.5.8 Determining a Word's Part of Speech

DOMAIN: LANGUAGE (L) / BIG IDEA: VOCABULARY (V)

9.L.V.3 Meaning & Purpose

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 9
<p>9.L.V.3.a This progression transitions to 9-9.L.V.3.b.</p> <p>9.L.V.3.b Analyze relationships between words to determine connotative and denotative meanings for words and/or phrases across a variety of contexts. (I)</p> <p>9.L.V.3.c Analyze the nuances in connotative meaning of words that share a similar denotation. (I)</p>	<p><u>STUDENT EDITION</u> Chapter 4 Writing Workshops</p> <ul style="list-style-type: none"> Lesson 4.2 Persuasive Writing—SE pp. 57–61 <p><i>Sample Instruction</i> Writing Strategies</p> <p>3. Support reasons with emotional appeals. Persuasive writers sometimes appeal to a reader's fears, hopes, wishes, or sense of fairness. Loaded words—words carrying either positive or negative connotations—can sway the reader's emotions.</p> <hr/> <p>see also GRAMMAR FOR WRITING eBook — Grade 8</p> <p><u>DIGITAL RESOURCES*</u> Chapter 2 Effective Sentences and Word Choice Instruction & Practice</p> <ul style="list-style-type: none"> Lesson 2.7 Denotation and Connotation <p><i>additional support</i> <u>DIGITAL RESOURCES: TEACHER EDITION</u> Overview</p> <ul style="list-style-type: none"> Differentiating Instruction Differentiating Instruction Charts: Chapter 2—p. T30
<p>9.L.V.3.d Use available print and/or digital resources, including reference materials, style guides, digital tools (e.g., online searches, embedded word processing features) to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases. (I)</p>	<p><u>STUDENT EDITION</u> Chapter 4 Writing Workshops</p> <ul style="list-style-type: none"> Lesson 4.4 Writing About Literature: Analyzing Fiction—SE pp. 68–73 <p><i>Sample Instruction</i> Critical Thinking</p> <p>5. Build your vocabulary. Underline the words in the selection that you do not know. Use a dictionary to find their meaning and write a brief definition in the margin or in your notebook.</p> <p>Chapter 16 Spelling</p> <ul style="list-style-type: none"> Lesson 16.1 Using a Dictionary—SE pp. 273–274 Lesson 16.2 Spelling Rules—SE pp. 275–276
<p>9.L.V.3.e Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources. (C)</p>	<p>see GRAMMAR FOR WRITING eBook — Grade 8</p> <p><u>DIGITAL RESOURCES*</u> Chapter 2 Effective Sentences and Word Choice Instruction & Practice</p> <ul style="list-style-type: none"> Lesson 2.7 Denotation and Connotation <p><i>additional support</i> <u>DIGITAL RESOURCES: TEACHER EDITION</u> Overview</p> <ul style="list-style-type: none"> Differentiating Instruction Differentiating Instruction Charts: Chapter 2—p. T30

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

9.T.SS.1 Organization

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 9
<p>9.T.SS.1.a Analyze the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience. (I)</p> <p>9.T.SS.1.b Craft and organize texts using an appropriate structure and features for mode, genre, purpose, and audience. (C)</p>	<p>STUDENT EDITION Chapter 1 The Writing Process</p> <ul style="list-style-type: none"> Lesson 1.2 Organizing the Ideas and Drafting—SE pp. 13–14 <i>Sample Instruction</i> Now that you've gathered your ideas, think about the order in which you want to present them. Decide whether the best way to sequence your ideas would be, for example, chronological order, order of importance, or cause and effect. Lesson 1.3 Revising—SE pp. 15–17 <i>Sample Instruction</i> Revising Strategies 2. Organization and Coherence Can you improve your draft by moving paragraphs? by moving sentences? Is information presented in a logical order, an order that makes sense to the reader? Does the last sentence bring closure to the writing? <p>Chapter 2 Writing Effective Paragraphs and Essays</p> <ul style="list-style-type: none"> Lesson 2.3 Organization and Coherence—SE pp. 26–29 <i>Sample Instruction</i> Strategies for Writing Coherently 3. Put Your Thoughts in Order <ul style="list-style-type: none"> Chronological Order Spatial Order Order of Importance Logical Order Annotated Writing Model Lesson 2.5 Writing Essays—SE pp. 33–35 <i>Sample Instruction</i> Body 2. Organization and Coherence Arrange your main ideas logically, in the way that's easiest to follow. Begin with background information, and then move through your main ideas in the way your reader needs to know them. When you outline an essay before you write, you are organizing the ideas for the body.
<p>9.T.SS.1.c Guide the audience through texts using transitions between ideas and paragraphs to enhance cohesion. (C)</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION Chapter 1 The Writing Process</p> <ul style="list-style-type: none"> Lesson 1.2 Organizing the Ideas and Drafting—SE pp. 13–14 <i>Sample Instruction</i> Revising Strategies 2. Organization and Coherence Would adding transition words help? <p>Chapter 2 Writing Effective Paragraphs and Essays</p> <ul style="list-style-type: none"> Lesson 2.3 Organization and Coherence—SE pp. 26–29 <i>Sample Instruction</i> Strategies for Writing Coherently Some Common Transitional Words and Expressions Revising a Paragraph for Organization and Coherence Try adding transitional words and expressions, reordering information, and combining sentences. <p>Chapter 4 Writing Workshops</p> <ul style="list-style-type: none"> Lesson 4.2 Persuasive Writing—SE pp. 57–61 <i>Sample Instruction</i> Draft Your Letter or Essay <ul style="list-style-type: none"> Use transitions. Lesson 4.3 Expository Writing: Compare and Contrast Essay—SE pp. 62–67 <i>Sample Instruction</i> Writing Strategies 5. Use clear transitions. Two Methods for Organizing a Compare and Contrast Essay <p style="text-align: right;"><i>continued</i></p>

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

9.T.SS.1 Organization

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 9
<p style="text-align: center;"><i>continued</i></p> <p>9.T.SS.1.c Guide the audience through texts using transitions between ideas and paragraphs to enhance cohesion. (C)</p>	<p style="text-align: center;"><i>continued</i></p> <p>Chapter 13 Punctuation: End Marks and Commas</p> <ul style="list-style-type: none"> Lesson 13.4 Sentence Interrupters and Nonessential Elements—SE pp. 229–230 <p><i>Sample Instruction</i> Some Common Parenthetical and Transitional Expressions</p> <p>Chapter 14 Punctuation: All the Other Marks</p> <ul style="list-style-type: none"> Lesson 14.2 Semicolons—SE pp. 243–244 <p><i>Sample Instruction</i> Strategies for Writing Coherently Some Common Transitional Expressions</p>
<p>9.T.SS.1.d Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion. (C)</p>	<p>STUDENT EDITION</p> <p>Chapter 4 Writing Workshops</p> <ul style="list-style-type: none"> Lesson 4.1 Narrative Writing: Autobiographical Incident—SE pp. 52–56 Lesson 4.2 Persuasive Writing—SE pp. 57–61 Lesson 4.3 Expository Writing: Compare and Contrast Essay—SE pp. 62–67 Lesson 4.4 Writing About Literature: Analyzing Fiction—SE pp. 68–73 Lesson 4.5 Expository Writing: Research Paper—SE pp. 74–82 Lesson 4.6 Writing a Timed Essay—SE pp. 83–86 <p>DIGITAL RESOURCES*</p> <p>Chapters 1–16</p> <p>Portfolio Projects/Teacher Notes</p> <ul style="list-style-type: none"> Chapter 1 “Give Me Your Tired...” Chapter 2 “The Harlem Renaissance” Chapter 3 “A Space Adventure” Chapter 4 “I Lived in Interesting Times” Chapter 5 “The Plight of Endangered Species” Chapter 6 “A Literacy Week Special Event: Meet the Authors” Chapter 7 “Money, Money, Money!” Chapter 8 “Gold in the Garbage” Chapter 9 “On Your Right, You Will See?” Chapter 10 “A Voyage from Earth to Mars” Chapter 11 “What Shall I Be? Exploring Careers” Chapter 12 “Exhibit: Treasures of Our Heritage” Chapter 13 “Women in Government” Chapter 14 “SportsTalk: A Quarterly Women’s Sports Magazine” Chapter 15 “America’s Heroes” Chapter 16 “An American Poet”

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

9.T.SS.2 Craft

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 9
<p>9.T.SS.2.a Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts. (I)</p> <p>9.T.SS.2.b Use literary devices, figurative language, rhetorical language, and/or rhetorical appeals to create a variety of effects, as appropriate to intended purpose and target audience. (C)</p>	<p><u>STUDENT EDITION</u> Chapter 4 Writing Workshops</p> <ul style="list-style-type: none"> Lesson 4.2 Persuasive Writing—SE pp. 57–61 <p><i>Sample Instruction</i> Writing Strategies</p> <p>3. Support reasons with emotional appeals. Persuasive writers sometimes appeal to a reader's fears, hopes, wishes, or sense of fairness. Loaded words—words carrying either positive or negative connotations—can sway the reader's emotions.</p> <p>Enriching Your Vocabulary</p> <ul style="list-style-type: none"> SE pp. 68, 277 <p><i>Sample Instruction</i> The adjective <i>buoyant</i> is derived from the Spanish verb <i>boyar</i> (“to float”). In addition to its literal meanings of “floating” or “capable of keeping something afloat,” <i>buoyant</i> may be used in the figurative sense of “cheerful” or “light.” The <i>buoyant</i> snorklers bobbed in the waters of the bay. The party guests were in a <i>buoyant</i> mood.</p> <p><i>see also</i> GRAMMAR FOR WRITING eBook — Grade 8</p> <p><u>DIGITAL RESOURCES*</u> Chapter 2 Effective Sentences and Word Choice Instruction & Practice</p> <ul style="list-style-type: none"> Lesson 2.8 Figurative Language—SE pp. 53–55 <p><i>additional support</i> DIGITAL RESOURCES: TEACHER EDITION</p> <p>Overview</p> <ul style="list-style-type: none"> Differentiating Instruction Charts: Chapter 2—p. T30
<p>9.T.SS.2.c Use formal or informal style, as appropriate to audience, purpose, and context. (C)</p> <p style="text-align: right;"><i>continued</i></p>	<p><u>STUDENT EDITION</u> Chapter 4 Writing Workshops</p> <ul style="list-style-type: none"> Lesson 4.2 Persuasive Writing—SE pp. 57–61 <p><i>Sample Instruction</i> Writing Strategies</p> <p>5. Keep it formal. Establish and maintain a formal style, and use an objective tone as you write. Your writing will be more convincing to readers if you present your claim fairly and respectfully.</p> <ul style="list-style-type: none"> Lesson 4.4 Writing About Literature: Analyzing Fiction—SE pp. 68–73 <p><i>Sample Instruction</i> Writing Strategies</p> <p>7. Watch your tone. The tone of your essay should be formal and serious. Avoid contractions, sentence fragments, and slang.</p> <p><u>DIGITAL RESOURCES*</u> Chapters 1–16 Portfolio Projects/Teacher Notes Write an essay with the appropriate style and tone.</p> <ul style="list-style-type: none"> Chapter 1 “Give Me Your Tired...” Chapter 2 “The Harlem Renaissance” Chapter 3 “A Space Adventure” Chapter 4 “I Lived in Interesting Times” Chapter 5 “The Plight of Endangered Species” Chapter 6 “A Literacy Week Special Event: Meet the Authors” Chapter 7 “Money, Money, Money!” <p style="text-align: right;"><i>continued</i></p>

DOMAIN: TEXTS (T) / BIG IDEA: STRUCTURE & STYLE (SS)

9.T.SS.2 Craft

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 9
<p style="text-align: center;"><i>continued</i></p> <p>9.T.SS.2.c Use formal or informal style, as appropriate to audience, purpose, and context. (C)</p>	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> • Chapter 8 “Gold in the Garbage” <i>Sample Instruction</i> Write Like a Pro Be sure all the parts of the proposal, though written by different groups, have the same objective style and formal tone. Step 5: Revising Make sure that the writing style and word choices are appropriate for your audience. The tone of your proposal should be serious, reasonable, objective, and well informed. Avoid sarcasm. Your readers will take you more seriously if they do not feel attacked or insulted. • Chapter 9 “On Your Right, You Will See?” <i>Sample Instruction</i> Write Like a Pro Keep your style informal—write in your own voice. (See <i>Grammar for Writing</i>, Grade 9, “Writing Hint,” page 13.) Imagine you are telling a friend all about the fascinating place you found. Use the active voice, rather than the passive voice; your speech will be stronger and more direct (see page 173). • Chapter 10 “A Voyage from Earth to Mars” <i>Sample Instruction</i> Step 4: Draft Your Proposal A good proposal has an objective tone and formal style—even if your invention is humorous. • Chapter 11 “What Shall I Be? Exploring Careers” • Chapter 12 “Exhibit: Treasures of Our Heritage” • Chapter 13 “Women in Government” • Chapter 14 “SportsTalk: A Quarterly Women’s Sports Magazine” • Chapter 15 “America’s Heroes” • Chapter 16 “An American Poet”

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

9.T.T.1 Narrative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 9
<p>9.T.T.1.a Describe how narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism) interact, using textual evidence. (I)</p> <p>9.T.T.1.b Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques impact an author’s purpose. (I)</p> <p>9.T.T.1.c Analyze how a text’s theme has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence. (I)</p> <p>9.T.T.1.d Analyze how literary works draw on themes, event patterns, or character types from different time periods. (I)</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION</u></p> <p>Chapter 2 Writing Effective Paragraphs and Essays</p> <ul style="list-style-type: none"> • Lesson 2.4 Types of Paragraphs—SE pp. 29–31 Narrative <ul style="list-style-type: none"> • Annotated Writing Model (SE p. 30) <p>Chapter 4 Writing Workshops</p> <p>Every writing lesson defines the type of writing and provides an annotated, professional writing model to guide students during their writing assignments.</p> <ul style="list-style-type: none"> • Lesson 4.1 Narrative Writing: Autobiographical Incident—SE pp. 52–56 Annotated Writing Model: “Character” from <i>Days of Grace</i> Critical Thinking <p>Student Writing Models</p> <p>Allow time to discuss student writing. Ask students to identify strengths of the piece, as well as suggest possible improvements.</p> <p>Narrative Essay</p> <ul style="list-style-type: none"> • Chapter 5 “One Meal Made a Big Difference”—SE p. 88 • Chapter 9 “Dancing”—SE p. 162 <p style="text-align: center;"><i>continued</i></p>

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

9.T.T.1 Narrative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

GRAMMAR FOR WRITING: NEW EDITION — GRADE 9

continued

9.T.T.1.e Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing. (C)

continued

continued

STUDENT EDITION

Chapter 2 Writing Effective Paragraphs and Essays

- Lesson 2.4 Types of Paragraphs—SE pp. 29–31

Sample Instruction

Narrative

When your purpose is to tell a story—either a fictional story or a true narrative—or to explain the steps in a process, use the following suggestions.

- Break the story or process into its most critical events or steps.
- Use **chronological order** (time order) to relate events in the order they occurred. This is also a useful order for explaining a step-by-step process.

Writing for Different Purposes

- Write a narrative paragraph about an accident, a surprise, or an adventure.

Chapter 4 Writing Workshops

Every writing lesson defines the type of writing and provides an annotated, professional writing model to guide students during their writing assignments.

- Lesson 4.1 Narrative Writing: Autobiographical Incident—SE pp. 52–56

Sample Instruction

Writing Strategies

1. Select an incident.
2. Set the scene.
3. Establish time order and pacing.
4. Answer questions.
5. Add details.
6. Add relevant dialogue.
7. Reflect on the experience.

Get Started

Plan Your Autobiographical Incident

Draft the Autobiographical Incident

Revise Your Autobiographical Incident

Proofread and Publish

DIGITAL RESOURCES*

Chapters 2, 6, 7, 11, 12, 13, 14, 15, 16

Portfolio Projects: Narrative

- Chapter 1 “Give Me Your Tired...”
- Chapter 3 “A Space Adventure”

Sample Instruction

Your Assignment Imagine that you are an astronaut aboard the International Space Station (ISS) or another space mission. Your spacecraft is being run entirely by teens. Write a fictional narrative about an adventure, a conflict, or a scientific breakthrough aboard your spacecraft. Write at least three pages.

Step 1: Initial Search

Step 2: Generate Ideas

Step 3: Identify Your Audience and Purpose

Step 4: Write a Summary

Write Like a Pro

Professional writers know that natural-sounding dialogue reveals character, keeps readers interested, and moves the action along. (For help with punctuating dialogue, see *Grammar for Writing*, Grade 9, pages 249–250.) To write dialogue that sounds the way you talk with friends, use contractions, sentence fragments, and even slang.

Step 5: Revise for Ideas and Unity

Step 6: Publish Your Work

continued

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

9.T.T.1 Narrative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 9
<p style="text-align: center;"><i>continued</i></p> <p>9.T.T.1.e Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing. (C)</p>	<p style="text-align: center;"><i>continued</i></p> <p>Teacher's Notes Chapter Connection Activities</p> <ul style="list-style-type: none"> Suggest that students search the Internet for "science news" and report on a recent scientific event or discovery. Have each student write a roughly one-minute TV news report and present it to the class. <p>Check It Out!</p> <ul style="list-style-type: none"> Chapter 4 "I Lived in Interesting Times" <p>Chapters 1-16 Writing Rubrics</p> <ul style="list-style-type: none"> Convey Experience The rubric features a checklist of descriptors for three levels of narrative writing: Excellent, Average, and Poor.

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

9.T.T.2 Expository Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 9
<p>9.T.T.2.a Analyze and evaluate the use and effect of expository techniques and organizational patterns. (I)</p> <p>9.T.T.2.b Analyze texts with conflicting information or opposing viewpoints and determine where the texts disagree on matters of fact or interpretations. (I)</p> <p>9.T.T.2.c This progression ends in 5th grade.</p>	<p><u>STUDENT EDITION</u></p> <p>Chapter 2 Writing Effective Paragraphs and Essays</p> <ul style="list-style-type: none"> Lesson 2.4 Types of Paragraphs—SE pp. 29-31 Expository <ul style="list-style-type: none"> Annotated Writing Model (SE p. 30) <p>Chapter 4 Writing Workshops</p> <p>Every writing lesson defines the type of writing and provides an annotated, professional writing model to guide students during their writing assignments.</p> <ul style="list-style-type: none"> Lesson 4.3 Expository Writing: Compare and Contrast Essay—SE pp. 62-67 Annotated Writing Model: "Grant and Lee: A Study in Contrasts" Critical Thinking Lesson 4.5 Expository Writing: Research Paper—SE pp. 74-82 Annotated Writing Model: "The Cuban Missile Crisis: Immediate Responses and Lasting Effects" Critical Thinking Lesson 4.6 Writing a Timed Essay—SE pp. 83-86 Annotated Writing Model: Untitled Critical Thinking <p>Student Writing Models</p> <p>Allow time to discuss student writing. Ask students to identify strengths of the piece, as well as suggest possible improvements.</p> <p>Expository Essay</p> <ul style="list-style-type: none"> Chapter 7 "Help the Environment by Recycling"—SE p. 128 Chapter 10 "A Language Plan for Success"—SE p. 178 Chapter 12 "Driving Home the Point"—SE p. 206 Chapter 13 "Bottled Water: Reasons Vary for Purchasing Thirst Quencher"—SE p. 222 Chapter 14 "An Important Lesson"—SE p. 240 <p>Research Paper</p> <ul style="list-style-type: none"> Chapter 8 "Biedermeier Vienna and the Music of Franz Schubert"—SE p. 144 Chapter 15 "Jefferson Davis, Abraham Lincoln, and the American Revolution"—SE p. 258

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

9.T.T.2 Expository Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

9.T.T.2.d Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and uses the appropriate tone to address a target audience and specific purpose. (C)

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STUDENT EDITION**Chapter 2 Writing Effective Paragraphs and Essays**

- Lesson 2.4 Types of Paragraphs—SE pp. 29–31

*Sample Instruction***Expository**

- Annotated Writing Model

Writing for Different Purposes

- Write an expository paragraph giving information about your school, your community, an invention, a sports figure, a person in the arts, or a person involved in civic affairs.

DIGITAL RESOURCES***Chapters 2, 6, 7, 11, 12, 13, 14, 15, 16****Portfolio Projects: Informative/Explanatory**

- Chapter 2 “The Harlem Renaissance”
- Chapter 6 “A Literacy Week Special Event: Meet the Authors”
- Chapter 7 “Money, Money, Money!”
- Chapter 11 “What Shall I Be? Exploring Careers”
- Chapter 12 “Exhibit: Treasures of Our Heritage”
- Chapter 13 “Women in Government”

Sample Instruction

Your Assignment Imagine you are a top reporter for a national magazine. You have been assigned to write an in-depth profile of an American woman (past or present) in a powerful government position. For example, you might write about Madeleine Albright, the first female secretary of state; Janet Reno, the first female attorney general; or Barbara Jordan, the first African American woman elected to Congress from the South and the first to deliver the keynote address at a major political party convention (Democratic Convention, 1976).

Step 1: Initial Search**Step 2:** Expanded Search**Step 3:** Define Your Audience**Step 4:** Define Your Purpose**Step 5:** Draft Your Article**Step 6:** Revise for Ideas and Unity**Write Like a Pro**

A profile, like any news or feature article, should answer the 5-W and H? questions (who, what, where, when, and how?) concisely and accurately. Begin your article with an attention-grabbing lead paragraph. Be sure the most important facts come first. Keep your readers interested by varying sentence structure (see pages 36–46) and by using transitions or introductory words or phrases (pages 27 and 64). Direct quotes will also help make the article lively. Be sure each quote is accurate and attributed to the person who said it.

Step 7: Edit Your Article**Step 7:** Publish Your Article**Teacher's Notes****Chapter Connection****Activities**

- Tell students to imagine they are reporters working on a tight deadline. Scramble the facts from a real news story, and have them use all the facts as they write a news article in thirty minutes or less. Choose three volunteers to be “copyeditors.” Have them correct punctuation errors and errors in grammar, usage, and spelling in their stories and query anything that doesn't make sense.

Check It Out!

- Chapter 14 “SportsTalk: A Quarterly Women's Sports Magazine”
- Chapter 15 “America's Heroes”
- Chapter 16 “An American Poet”

Chapters 1–16**Writing Rubrics**

- Informative/Explanatory Writing

The rubric features a checklist of descriptors for three levels of informative/explanatory writing: Excellent, Average, and Poor.

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

9.T.T.3 Argumentative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 9
<p>9.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. (I)</p> <p>9.T.T.3.b Recognize and analyze the use of rhetorical appeals (ethos, logos, and pathos) in a variety of texts. (I)</p>	<p>STUDENT EDITION Chapter 2 Writing Effective Paragraphs and Essays</p> <ul style="list-style-type: none"> Lesson 2.4 Types of Paragraphs—SE pp. 29–31 <ul style="list-style-type: none"> Persuasive <ul style="list-style-type: none"> Annotated Writing Model <p>Chapter 4 Writing Workshops Every writing lesson defines the type of writing and provides an annotated, professional writing model to guide students during their writing assignments.</p> <ul style="list-style-type: none"> Lesson 4.2 Persuasive Writing—SE pp. 57–61 <ul style="list-style-type: none"> Annotated Writing Model: “Ending Child Hunger” Critical Thinking Lesson 4.4 Writing About Literature: Analyzing Fiction—SE pp. 68–73 <ul style="list-style-type: none"> Annotated Writing Model: “Hemingway’s Ancient Mariner” Critical Thinking <p>Student Writing Model Allow time to discuss student writing. Ask students to identify strengths of the piece, as well as suggest possible improvements.</p> <p>Persuasive Essay</p> <ul style="list-style-type: none"> Chapter 11 “The Benefits of Team Sports”—SE p. 192 Chapter 16 “Computer Course Should Be Optional”—SE p. 272
<p>9.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences. (C)</p> <p>9.T.T.3.d Use rhetorical devices and appeals to guide the creation and revision of texts. (C)</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION Chapter 2 Writing Effective Paragraphs and Essays</p> <ul style="list-style-type: none"> Lesson 2.4 Types of Paragraphs—SE pp. 29–31 <ul style="list-style-type: none"> Sample Instruction <ul style="list-style-type: none"> Persuasive <ul style="list-style-type: none"> Begin with a sentence that is an attention grabber. Include a claim that clearly expresses your point of view. Supply reasons and other evidence (facts, examples, statistics, anecdotes, quotations) to support your opinion. Arrange the supporting details in order of importance—from most to least important, or the reverse. Include a call to action. Writing for Different Purposes <ul style="list-style-type: none"> A persuasive paragraph for or against wearing school uniforms or imposing a public curfew on teenagers <p>Write What You Think For Write What You Think, students practice stating and supporting a claim or opinion in several short persuasive writing assignments located throughout the program. Many of the assignments include a note to practice a recently studied writing skill.</p> <ul style="list-style-type: none"> SE pp. 92, 102, 106, 114, 120, 126, 132, 146, 168, 184, 194, 210, 234, 244, 250 <p>Sample Assignment What kinds of disputes do you see among students in your school? Do you think that all—or any—of these arguments can be settled with peer mediation? On a separate piece of paper, write a paragraph on this topic. Support your opinions with facts and examples. (SE p. 102)</p> <p>Chapter 4 Writing Workshops Every writing lesson defines the type of writing and provides an annotated, professional writing model to guide students during their writing assignments.</p> <ul style="list-style-type: none"> Lesson 4.2 Persuasive Writing—SE pp. 57–61 <ul style="list-style-type: none"> Sample Instruction <ul style="list-style-type: none"> Writing Strategies <ol style="list-style-type: none"> Introduce a precise claim. Develop your claim with reasons and evidence. Support reasons with emotional appeals. Use transitions. Keep it formal. End with a call to action. <p style="text-align: right;"><i>continued</i></p>

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

9.T.T.3 Argumentative Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

continued

9.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences. (C)

9.T.T.3.d Use rhetorical devices and appeals to guide the creation and revision of texts. (C)

GRAMMAR FOR WRITING: NEW EDITION — GRADE 9

continued

- Lesson 4.4 Writing About Literature: Analyzing Fiction—SE pp. 68–73

Sample Instruction

Writing Strategies

- Present a thesis statement, or claim.

Prewriting: Choose and Limit a Topic

Choose a story you have already read and want to write about. Use the questions above to help you choose one literary element to write about for your audience. Of all the elements, character, plot, and theme are the ones that are the most likely to yield suitable topics. After choosing your literary element, narrow your focus further. (SE p. 72)

DIGITAL RESOURCES*

Chapters 8, 9, 10

Portfolio Projects: Argument

- Chapter 8 “Gold in the Garbage”
- Chapter 9 “On Your Right, You Will See?”
- Chapter 10 “A Voyage from Earth to Mars”

Sample Instruction

Your Assignment Imagine that you are a member of NASA’s think tank. Your team (you and two other members) has an idea for a new device or piece of equipment or some other item that will meet a need of the astronauts aboard ship. Remember that weightlessness, energy sources, storage space, and disposability are all key issues in the design of every item on the Mars ship. What will those space voyagers need? How will your idea meet this need? With your partners, write a proposal to convince your boss that your invention or idea should be implemented aboard the spaceship to Mars.

Step 1: Initial Search

Step 2: Expanded Search

Step 3: Plan Your Argument

Write Like a Pro

You can use jargon when your audience has the same background as you and will understand the terms used, but when you write for a general audience, you need to use a vocabulary they can understand.

Step 4: Draft Your Proposal

Step 5: Revise, Edit, and Rewrite

Step 6: Publish Your Proposal

Teacher’s Notes

Chapter Connection

Activities

- Invite volunteers to write a short play about something that happens on their trip to Mars. Have students proofread for subject-verb agreement and other usage errors.

Check It Out!

Chapters 1–16

Writing Rubrics

- Persuade

The rubric features a checklist of descriptors for three levels of argument writing: Excellent, Average, and Poor.

DOMAIN: TEXTS (T) / BIG IDEA: TECHNIQUES (T)

9.T.T.4 Poetic Techniques

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 9
<p>9.T.T.4.a Read, discuss, evaluate, and critique a variety of poetic texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme. (I)</p>	<p>see GRAMMAR FOR WRITING eBook — Grade 10</p> <p>DIGITAL RESOURCES*</p> <p>Chapter 4 Writing Workshops</p> <ul style="list-style-type: none"> Lesson 4.3 Writing About Literature: Analyzing Poetry—SE pp. 61–66 <p><i>additional support</i></p> <p>DIGITAL RESOURCES: TEACHER EDITION</p> <p>Overview</p> <ul style="list-style-type: none"> Differentiating Instruction Charts: Chapter 4—p. T32 <p>Sample Instruction</p> <ul style="list-style-type: none"> Pronounce, define, and discuss <i>sound, alliteration, speaker, form (i.e., haiku), figurative language (metaphor, simile), imagery, symbols, and theme.</i>
<p>9.T.T.4.b Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose. (C)</p>	<p>see GRAMMAR FOR WRITING eBook — Grade 8</p> <p>DIGITAL RESOURCES*</p> <p>Chapter 2 Writing Effective Paragraphs and Essays</p> <p>Instruction & Practice</p> <ul style="list-style-type: none"> Lesson 2.8 Figurative Language <p>Exercise 3: Writing a Poem</p> <p>Chapter 8</p> <p>Instruction & Practice</p> <ul style="list-style-type: none"> Writing Application: Poem <p>Sample Instruction</p> <p>Poems contain words that are carefully chosen for their meaning, the way they look and sound, and the feelings they evoke in readers. Poems can take different shapes and use different techniques.</p> <p>Poems ...</p> <ul style="list-style-type: none"> often evoke feelings contain striking images and details that appeal to the senses may include stanzas, or groups of lines may have a variety of musical sounds may have a specific form, such as a sonnet <p>Key Features</p> <p>Task: Write a free-verse poem about something or someone you have seen.</p> <p>Purpose: Describe a person, an animal, an object, or an event.</p> <p>Audience: Your family members and friends.</p> <p>Find a Subject</p> <p>Choose Your Words Carefully</p> <p>Use Your Imagination</p> <p>Writing Checklist</p> <p><i>additional support</i></p> <p>DIGITAL RESOURCES: TEACHER EDITION</p> <p>Overview</p> <ul style="list-style-type: none"> Differentiating Instruction Charts: Chapter 2—p. T30 <ul style="list-style-type: none"> Help students identify common figures of speech that use simile, metaphor, or personification. Differentiating Instruction Charts: Chapter 8—p. T36 <ul style="list-style-type: none"> Define the different kinds of sound devices, and recite examples. Review <i>metaphor, simile, denotation, and connotation.</i>

DOMAIN: TEXTS (T) / BIG IDEA: RESEARCH & ANALYSIS (RA)

9.T.RA.1 Research & Inquiry

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS	GRAMMAR FOR WRITING: NEW EDITION — GRADE 9
<p>9.T.RA.1.a Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation. (I)</p> <p>9.T.RA.1.b Use analytical findings to support a research question or thesis, citing appropriately. (I)</p>	<p>STUDENT EDITION Chapter 4 Writing Workshops</p> <ul style="list-style-type: none"> Lesson 4.5 Expository Writing: Research Paper—SE pp. 74–85 <p><i>Sample Instruction</i> Research papers often seek to answer a specific question or solve a problem. The most common type of research paper summarizes or explains information you have gathered from several different sources. You synthesize (put together to form a new whole) what other writers have reported.</p> <p>Writing Strategies</p> <ol style="list-style-type: none"> Find multiple sources. <ul style="list-style-type: none"> Primary source Secondary source Draft a thesis statement, or claim..
<p>9.T.RA.1.c Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing ideas in Modern Language Association (MLA) format. (C)</p>	<p>STUDENT EDITION Chapter 4 Writing Workshops</p> <ul style="list-style-type: none"> Lesson 4.5 Expository Writing: Research Paper—SE pp. 74–85 <p><i>Sample Instruction</i></p> <ol style="list-style-type: none"> Keep track of your sources. Take notes. <ul style="list-style-type: none"> Summarize Paraphrase Give credit. <p>A research paper shows where your information comes from. You will need to acknowledge a source whenever you (1) quote a phrase, sentence, or passage directly; or (2) summarize or paraphrase another person's ideas in your own words. The Modern Language Association (MLA) has created a system for giving credit to sources. The research paper model on pages 75–77 demonstrates the system.</p> <ul style="list-style-type: none"> The student uses parenthetical documentation at the point of citing each source. The student gives complete information about each source at the end of the paper in the Works Cited list. <p>For more information about MLA style, consult the MLA Handbook or look up the guidelines on the MLA website. Be aware that some instructors prefer that students cite each source in a footnote or endnote rather than in parentheses in the paper itself.</p>

DOMAIN: TEXTS (T) / BIG IDEA: RESEARCH & ANALYSIS (RA)

9.T.RA.2 Curating Sources & Evidence

GEORGIA'S STANDARDS FOR ENGLISH LANGUAGE ARTS — EXPECTATIONS

9.T.RA.2.a Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question. (I)

9.T.RA.2.b Analyze information from a variety of sources by identifying misconceptions, conflicting information or perspectives, and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered. (I)

9.T.RA.2.c Follow Modern Language Association (MLA) guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page. (C)

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STUDENT EDITION

Chapter 4 Writing Workshops

- Lesson 4.5 Expository Writing: Research Paper—SE pp. 74–85
A **research paper** is based on a thorough investigation of a limited topic. Research papers often seek to answer a specific question or solve a problem. Depending on the amount of information writers find during the planning phase of their papers, they sometimes have to broaden or narrow the focus of their research as they write.

Keep in mind that **MLA (Modern Language Association) style** has guidelines for research paper format.

Sample Instruction**Annotated Writing Model****Writing Strategies****2. Find multiple sources.**

- Primary source
- Secondary source

3. Evaluate possible sources.

- Up-to-date
- Accurate
- Relevant

4. Keep track of your sources.

- Sample Source Card

Some Sources to Explore (sidebar)

- Periodicals (newspapers, magazines, journals)
- Books about your topic
- Reference books (encyclopedias, specialized books such as atlases)
- Publications by government agencies
- Publications by nonprofit organizations
- Internet
- Electronic databases
- Other media (movies, television, radio, CD-ROMs)
- Museums, zoos, and other institutions
- Published interviews and surveys
- Original interviews you conduct

5. Take notes.

- Summarize
- Paraphrase
- Sample Note Card

8. Give credit.

A research paper shows where your information comes from. You will need to acknowledge a source whenever you (1) quote a phrase, sentence, or passage directly; or (2) summarize or paraphrase another person's ideas in your own words. **The Modern Language Association (MLA)** has created a system for giving credit to sources. The research paper model on pages 75–77 demonstrates the system.

- The student uses **parenthetical documentation** at the point of citing each source.
- The student gives complete information about each source at the end of the paper in the **Works Cited** list.

For more information about **MLA style**, consult the **MLA Handbook** or look up the guidelines on the **MLA website**. Be aware that some instructors prefer that students cite each source in a footnote or endnote rather than in parentheses in the paper itself.